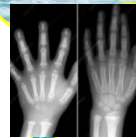


Topics:
Minibeasts
Pirates
Animals and Pets
Around the World



Communication and Language:

- Use new vocabulary in different contexts.
- Articulate ideas in well-formed sentences.
- Connect ideas using a range of connectives.
- Listen attentively and respond with relevant questions during group or class discussions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.



Physical Development:

- Progress towards a more fluent style of moving, with developing control and grace.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop foundations for efficient handwriting, including correct pencil grip.
- Combine different movements with ease and fluency.
- Further develop and refine a range of ball skills, with confidence and accuracy.
- Negotiate space and obstacles safely and effectively.



Personal, Social and Emotional:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour.
- Think about perspectives of others and control immediate impulses.
- Be independent in meeting personal needs, e.g. toileting, dressing and looking after their own belongings.
- Know and talk about the different factors that support their overall health and wellbeing
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Work and play cooperatively, taking turns.



Summer term

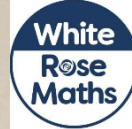


Understanding of the World:

- Explore the natural world, describing what they see, hear and feel outside.
- Recognise some environments that are different from the one in which they live.
- Draw information from a simple map.
- Describe their immediate environment using knowledge from observation, discussion, stories and maps.
- Understand some changes in the natural world, including the seasons and changing states of matter

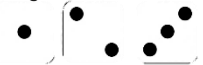
Literacy:

- Develop inference and comprehension skills by answering questions about stories, anticipating key events and using key vocabulary.
- Recall all set 1 sounds. Consistently apply knowledge in reading and writing.
- Recall taught common exception words (tricky red words).
- Begin to learn/consolidate set 2 sounds.
- Read a wider range of words and sentences.
- Write key words, using the correct letter formation.
- Write simple phrases and sentences that can be read by others.



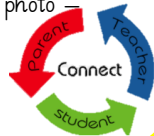
Maths:

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



Parental involvement:

- * Inset day – 15/4. School starts – 16/4
- * Community day – 3/5
- * Outdoor learning day – 16/5
- * Pirate dress up day – 23/5
- * Half term – 27/5 - 7/6. School starts– 10/6
- * School trip (Godstone farm) – 11/6
- * Sports carousel - 17/6. Sports day – 20/6
- * Class photos – 12/6. Whole school photo – 3/7.
- * Oak Class assembly – 28/6
- * Ash Class assembly – 5/7



Expressive Arts and Design:

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Invent, adapt and recount narratives and stories.
- Per-form songs, rhymes, poems and stories with others.

